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ABSTRACT

Presented is the New York State guide, for elementary teachers, for the humane treatment of animals. Material is divided into three levels by age: 3-5, 6-8, and 9-11. Included are five topics: house pets, treatment of animals, animals in their natural environment, treatment of animals in school, and open discussion topics. Each topic includes activities and supplemental information. A teacher's supplement and bibliography are included. (SL)

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the humane treatment of animals

A guide for elementary teachers

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Elementary Curriculum Development
Albany, N.Y. 1976

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FOREWORD

Section 809 of the New York State Education Law states that "instruction... be given in every elementary school under state control or supported wholly or partly by public money of the state, in the humane treatment and protection of animals and birds and the importance of the part they play in the economy of nature." Such study has been a part of the elementary school curriculum since the enactment of this section in 1948. However an examination of materials for the elementary school produced before this time will show that there has been for a very long time concern for the humane treatment of animals and birds.

Yet, one hears daily stories of animal mistreatment, abandonment of pets, and poor provision for the safety and well-being of wild animals. The New York State Education Department and the Attorney General's Advisory Committee on the Humane Treatment of Animals have, therefore, felt a need to revitalize this section of the Education Law. Only through continuous education can the attitudes of reverence for all life be developed.

This publication has been prepared to bring to teachers' attention the need for education in the humane treatment of animals and to assist teachers in implementing this concept in their classrooms. To be effective, it is felt that such a program be presented as an integral part of the total elementary school curriculum. Through studies in all content areas, children need to be exposed to the value of all life, the right of all living creatures to live according to their mode of existence, and the responsibility of people to safeguard and protect all life. Thus, the suggested activities in this bulletin are correlated with the social studies, English language arts, science, art, and mathematics. Certainly other areas of the curriculum, such as music and the humanities, could also serve as the vehicle for developing humane attitudes.

The Department is appreciative of the assistance it received from many sources in the preparation of this bulletin. It expresses particular thanks to Attorney General Louis Lefkowitz and his Advisory Committee on the Humane Treatment of Animals composed of: Cleveland Amory, Majorie Anchel, Alan Beck, George N. Bleibtreu, Gordon Carvill, Wayne King, John Kullberg, James B. Mason, Cyril H. Moore, Jr., Malcolm P. Ripley, Barbara Schultz, Sheila Silverman, Philip Weinberg, and Gretchen Wyler and to Phyllis Schultz, Public Information Specialist in the Attorney General's Office, for her enthusiastic liaison between the Committee and the State Education Department. Jacob I. Hotchkiss, associate in Social Studies Education, Edward T. Lalor, Chief of Science Education, George K. Tregaskis, associate in Basic Continuing Curriculum, and Irwin Rosenstein, associate in Physical Education and Recreation, reviewed the manuscript. Kathleen Cooke, a graduate student at State University of New York at Albany, wrote the original manuscript. Dorothy M. Foley, associate in Elementary Curriculum Development, co-ordinated the project and prepared the manuscript for press.

Gordon E. Van Hooft, Director
Division of Curriculum Development

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INTRODUCTION

Children have a natural curiosity about the world. They like to find out how things work, how things grow, how things are made. They like to touch, explore, test, and try again. They enjoy rediscovering the familiar and exploring the new.

Children are particularly fascinated by other living creatures. They will watch with close intensity an ant as it scurries across the sidewalk. They will stare in awe at their first close-up of a real cow. They will want to pet and hug a puppy or a kitten. This natural interest makes childhood the ideal time to start humane treatment of animals education.

Children need to be taught how to handle and care for pets, how to observe other living creatures without hurting them, how to appreciate, enjoy, and respect all life. Very young children, as they endeavor to discover the world and in their attempts to exert control, often inadvertantly harm other living creatures. The toddler needs to learn the difference between the real puppy or kitten and the stuffed animal s/he drags about. The child needs to be taught not to take the eggs from a bird's nest or disturb a rabbit's or squirrel's nest. The child needs to be taught to leave undisturbed the wasps nest, the cows in the fields, and the fish in the aquarium. Some of these things children learn through cause and effect - squeeze a kitten and it may scratch, poke a wasps' nest and they may sting. Other of these things children need to learn through careful and conscientious teaching. The school has the responsibility for providing this education.

Humane education should be an integral part of the elementary school program from an academic, moral, and ethical point of view. Children need to become cognizant of the interdependence of all members of the ecosystem and to realize that people and animals are cohabitants of the earth. They need to be provided with many experiences which will help them to develop a respect and reverence for all life. They need continuous opportunities to discuss and contemplate their feelings and reactions if they are to formulate those values and attitudes which will lead to an action-oriented philosophy about the humane treatment of animals.

This publication has been prepared to assist teachers of elementary school children in presenting humane animal care education as an ongoing part of the total program. It complements material presented in "Science for Children" (K-3 and 4-6) Living Things section; Planning for Social Studies in Elementary Education; the "English Language Arts K-12" series; and "Outdoor Education: The Great Outdoors." This publication builds on the concepts and suggested teaching strategies of the previous bulletins and serves to further integrate and expand the topic of humane education.

This guide is designed to provide the basis for regenerating humane treatment of animals education in the elementary school. The activities and suggestions listed here are only a few of many possibilities. It is hoped that teachers will find many other ways to integrate the topic into their daily programs. For ease of construction, the concepts and activities are stratified into three levels:

Level I - three, four, and five year olds
Level II - six, seven, and eight year olds
Level III - nine, ten, and eleven year olds

The teacher should review each of these and decide which activities are most appropriate for particular individual children.

The guide is built around five major topics:

Topic I - House Pets
Topic II - Treatment of Animals in Society
Topic III - Animals in Their Natural Environment
Topic IV - Treatment of Animals in School
Topic V - Topics for Open Discussion

There is no magic in the ordering of these. Newspaper articles, television programs, real and imaginary stories may lead teachers and children back and forth among these topics. However, it is incumbent upon teachers to see that each topic receives attention during each year of the elementary school.

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Be Prepared

Teaching the humane treatment of animals is a very complex, philosophical, values-oriented subject. An individual's experience, culture, religion, environment, and background affect his/her attitude, understanding, feelings, and decision making. The teacher, before fulfilling her/his responsibility in teaching the humane treatment of animals, should be prepared for the unexpected.

Children, even very young children, are going to raise some difficult questions. One child may have a mouse for a pet and have very tender feelings for it. Another child may live where mice and rats infest the human environment and even bite people - this child hates and fears rodents and wants to kill them. A child learns in school that s/he should not take eggs from a bird's nest, yet, it is his/her responsibility to pick the eggs up from the chicken coop every morning. These opposing views cause a dilemma difficult for children to deal with.

Without an opportunity to voice his/her concern in a nonthreatening environment, the child is not apt to clarify her/his thinking. There are not simple, right and wrong answers to these questions and trying to give the child such will only confuse and perhaps disillusion her/him. It is important that the teacher provide the children with information, encourage the children to look at all sides of an issue and guide the children to open nonjudgmental discussion of debatable questions.

As the teacher reads this bulletin he/she will find statements that are attitudinal. These are attitudes which our society holds right or wrong. For instance, our society believes it wrong to callously mistreat an animal. Abandonment of a dog, cat, or other pet is callous mistreatment, though some people do not seem to realize this. Children should become aware of what happens to an animal when it is abandonned and learn why this is wrong. Our society believes that it is right to license dogs. Children should learn how these laws came about and why it is felt right that dogs should be licensed.

Probably as some read these last words they questioned "But is that right?" or "Is that wrong?" Which raises the question "What is humane treatment of animals?" Webster defines humane as "marked by compassion, sympathy, or consideration for other human beings or animals." This definition would be an excellent objective for a program on the humane treatment of animals.

In order to be prepared to deal with the many aspects of this program, the teacher is encouraged to peruse the materials listed in the bibliography of this bulletin. Such reading will better prepare him/her to cope with the many questions that children are apt to raise. The teaching of the humane treatment of animals involves value clarification, attitudinal development, decision making, and cognitive processes as well as content and correlation with other subject areas.

The Need for Education in the Humane Treatment of Animals

The problems resulting from careless treatment of the environment point out the need to understand the world as an interacting ecosystem. Environmental studies reveal the interdependence of all members of the ecosystem. People and animals are cohabitants of the earth, each relying on the behavior of the other to maintain the system.

Changes in the society of man affect animal life.

- The mobility of the human population often makes pet ownership difficult.
- The increasing number of stray pets is contributing to health and safety problems for animals and people.
- Increasing suburbanization and nonrural life styles cause high concentrations of pet life and increasing relocation of wildlife.
- Societal values concerning life and the balance of nature call for an understanding of people's role in the ecosystem.
- Environmental management calls for balancing the needs of wildlife with human needs.

Childhood, when an interest in living things is strong, is the opportune time to begin instilling attitudes of reverence and respect for all life. If humane moral decisions and values formation are to be accomplished, pupils should be guided early to discuss and contemplate humane treatment of animals. Reviewing the concepts periodically throughout the school years will allow for the maturing child to examine his attitudes and refine them in accordance with his/her growing ability to deal with the world around her/him.

Objectives of Humane Treatment of Animals Education

All living creatures deserve humane, respectful treatment simply because, as living creatures, it is their right.

Humane Education serves to increase the respect for all life and to emphasize the role of each person in preserving the environment for all. Specific objectives of humane education will help the children develop:

- a reverence for life.
- a respect for animals as living creatures.
- a proper behavior toward wildlife.
- an action-oriented concern regarding care of caged animals (zoos, shelters, pet shops, classrooms).
- an understanding of laws regarding animal treatment.
- an understanding and concern for keeping the environment safe and natural for all life.
- a responsible attitude toward pet ownership.

Teaching Strategies

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
House pets	Dogs and cats are common American house pets.	Post pictures of house pets. After the children have had an opportunity for free discussion, survey the class to find how many children have cats or dogs. Elicit the role of the pet in family life.	Cats and dogs have been domesticated over the years to serve as house pets.
	Pets require responsible owners.	Encourage the children to talk about their pets. Discuss the needs of their pets and the way the children can help in their care.	A happy house pet is one that is well cared for and knows what is expected of him (consistent, firm, kind training).
		Have the children look through magazines for pictures of pets. Draw their attention to illustrations depicting care and training.	See the bibliography or consult the library for appropriate books and media.
	Pets need human attention.	Have children act out how they think a pet feels when: lost hungry, sleepy, alone, with people, in pain, afraid, happy playful, naughty.	Animals know fear, pain, happiness, loneliness, shame, pride.
	Veterinarians can help sick or injured animals.	Encourage the children to talk about a visit to the veterinarian.	House pets are taken to the veterinarian for preventative and curative purposes.
		Invite a veterinarian or animal shelter worker to visit the class to discuss how s/he helps animals.	Often a sick or injured animal will bite or scratch. Remind the children that they should not touch a disabled animal, but seek help.

LEVEL I

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
House pets	Laws exist for animals protection.	Invite a police officer or animals warden to class to explain local animal laws. Discuss with the children how and why people must use their knowledge to protect animals. Help the children learn their addresses and phone numbers. Explain how a dog's license tag tells who the dog belongs to and where it lives.	Most communities have laws concerning reporting of accidents involving animals and mistreatment of animals, as well as animal control laws such as leash laws, penning and transporting animals, and using animals for work or entertainment.
	When a house pet has a litter, homes must be found for the young.	Discuss with the children how they acquired their pets. Talk about the difficulties involved when their pet has a litter.	Spaying and neutering are the most humane way of eliminating the problem of unwanted puppies and kittens.
Animals in Their Natural Environment	Animals are found almost everywhere.	Take the children for a walk through a field, woods, or the school yard. Point out animal life - birds, squirrels, rabbits, etc. Note also signs of animals life - nests, sounds, etc.	Even though wild animals may not be visible, they are present in most areas around the world including deserts, arctic regions, woods, ponds, oceans, etc.
	Wild animals belong in the wild.	Help the children collect pictures of animals such as squirrels, rabbits, foxes, deer, etc. Talk about the places these animals like for homes. Discuss how these animals would feel in captivity.	It is very difficult to meet a wild animal's needs for space, food, instincts and environment. A seemingly tame animal may still be unpredictable.

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
Animals in Society	Zoos, pet shops and kennels should provide good animal care.	Take the children to visit a zoo, pet shop or kennel. On return to the classroom have them draw or act out what was seen.	Young children will react to the basic activities of the animals such as fighting, eating, and elimination as well as some of the cute antics.
	Animals fulfill many human needs.	Make a bulletin board display showing how animals provide us with many products (eggs, wool, milk, leather, meat, etc.)	
		Have the children sit quietly to observe and listen to animals in the environment. Draw their attention to the antics of squirrels and the songs of birds. Encourage them to express their pleasure in these.	
Animals in School	Classroom pets require responsible care.	Involve the children, individually or in small groups, in pet care.	Not all animals make appropriate classroom pets. Teachers should read the section on Classroom Pets before proceeding to provide pets in school.
	Classroom pets deserve to have their basic needs met.	Provide firm rules on the care, feeding, and handling of pets. Be sure children are consistently and continuously abiding by these rules.	Many classroom pets are mistreated through ignorance, lack of conscientious care, through waning interest. Read the section of this bulletin titled "Classroom Pets" before contemplating the acquisition of a pet for the children.

LEVEL II

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
House pets	Pets require responsible owners	Encourage the children to discuss their pets. Develop a list of the physical and emotional needs of pets. Have each pet owner make a duty chart for his pet incorporating needs listed. Have them keep track of their fulfillment of responsibility to their pet. Discuss results.	
	Owning a pet is a moral responsibility.	Have the class discuss the need for an active commitment of pet ownership. Elicit responsibilities such as: daily care long-term ownership possible health bills cost of set-up and supplies emotional stress and expense at illness or death recognizing the rights of your neighbors	Acquiring a pet on impulse often leads to poor care and eventual abandonment.
	Different breeds of dogs and cats need different care.	Have the children collect pictures of as many different kinds of dogs and cats as possible. Then, have them make posters for each illustrating proper diet, facilities, and care.	The larger the animal the more room and food s/he needs. Certain breeds also require more grooming for their personal comfort and to ease care of them. Some pets seem to require more attention from people; others react best when infrequently handled.
	Some pets need innoculations and yearly check-ups.	Invite a veterinarian to discuss with the children various aspects of pet ownership including	

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
House pets		preventive medicine, and need for proper exercise, nutrition, and shelter.	
	Not all animals make good house pets.	Review with the children pet ownership responsibilities. Elicit reasons why dogs, cats, and domesticated fish and birds make the best house pets.	"Novelty" animals such as monkeys and alligators are often a great burden because of the special care required. Dogs and cats have been bred over the centuries to serve as house pets. Domesticated fish and birds are suitable for apartments and have needs easier to meet.
	There are laws governing pet ownership.	Have a town clerk or warden explain to the children local ordinances governing pet ownership. As follow-up, have the children act out or write essays showing how certain laws protect animals and people.	Copies of local ordinances can probably be obtained from the town clerk.
	Pet overpopulation is a problem.	Encourage the children to relate personal experiences with pet litters and stray animals. Discuss particularly the problems encountered in finding homes for puppies or kittens.	Spaying and neutering are easy methods to control pet population and do not harm the animal.
	Proper giving up of unwanted pets is humane and helps control pet population.	Elicit from the children instances when a pet may need to by given up, such as: the family moves, someone in the family is allergic to the pet, there has been a litter and there is	To turn a pet over to an animal shelter, even if a home can't be found and the animal is destroyed, is the most humane way to handle unwanted pets. Abandonment causes hardship, pain, and danger to the

LEVEL II

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
		no room for all the pets. Invite a local animal shelter worker to explain the work of his/her agency.	pet and a possible menace to people.
Animals in Society	Agencies exist to investigate animal treatment.	News items about animals' mistreatment could spark a discussion. Lead the children to realize that some people do mistreat animals and such mistreatment should be reported to parents or a proper agency. Have the children role play reporting of possible maltreatment.	Local police and/or animal shelter personnel should be able to handle the situation or know who to contact.
	Pet shops, zoos, animal farms, etc. should provide good animal care.	Individually or as a group the children might visit animals and note conditions. Encourage the children to talk with the proprietors about how they provide for the animals. As follow-up, have the children draw pictures or make models of what was observed.	There are few laws regulating pet shops, zoos, animal farms, etc. However, it is in the best interest of the proprietors to provide good care. Children may see mistreatment of animals in those establishments. Have the children talk about these and, where appropriate, write letters.
	Animals provide useful products and services.	Help the children list products and services provided by animals such as: eggs, milk, meat, wool, transportation, guide dogs, police and guard dogs. A bulletin board display might be made by the children illustrating these.	Transportation and slaughter of animals for food is regulated by law.
	Animals are entertaining and provide recreation.	Elicit from the children various ways that animals provide us	While animals are entertaining, their basic rights should not be

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
		with entertainment and recreation, such as circuses, trained animals, animal actors, horseback riding. Have them choose one of these and write a story from the animal's point of view relating experiences.	violated for human pleasure. Most of the media abides by code, but these are not regulated by law.
Animals in Their Natural Environment.	Ecological systems depend on balance among all members.	Help the children illustrate simple food chains and other interdependence features of the ecosystem. Have the children gather facts about problems created when the balance is upset such as the increase in rodent population when coyotes are killed.	The impact of certain actions is often not realized immediately.
	Wild animals belong in the wild.	Take a walk with the children to observe such wild animals as birds, squirrels, rabbits, chipmunks. Conduct a discussion concerning the moral question of capturing wild animals. Detail the special care captive animals need. Some children may investigate laws governing the keeping of wild animals.	Personal judgment about the capture of wild animals should be based on fact and basic beliefs regarding the relationship between man and animal. A wounded bird may do better fending for itself then receiving care from a person who feels empathy for it but really doesn't understand its needs.
	All animals play a role in the ecosystem.	Ask the children to list animals that they might consider pests such as: mice, skunks, starlings. Then have them investigate the importance of each of these in the system.	

LEVEL II

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
Animals in Their Natural Environment.	Some species of animals are extinct and some are endangered.	Have the children gather pictures of extinct animals. Discuss these and then introduce them to the concept of endangered species. Help them to come to some understanding about what can be done to help save endangered species. Some children may wish to illustrate through posters, stories, or drama what life would be like if many animals were extinct.	Letters from children have helped bring the plight of endangered species before the public.
	Animals are adapted to their natural environment.	Show the children a film or filmstrip which shows a variety of animals in their natural environment. Elicit characteristics of the animals that enable them to live in a particular place. Encourage the children to find examples of physical attributes such as winter fur, camouflage, fleetness, and eating ability.	
	Areas that people have to struggle to live in are natural homes for some animals.	Discuss with the children regions of the world where people have found it difficult to live. Have them search for pictures and stories of animals that live in these areas.	Swamps, deserts, tundra areas. and the like do provide animal habitats.

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
Animals in School	School pets require special care.	Have a group discussion on the needs of classroom pets. Chart daily duties for care and assign individual children to be responsible for these duties.	Teachers should read the section titled "Classroom Pets" p. 26 before contemplating the acquisition of a pet for the classroom.
		As a class project, have the children make a book detailing care of a classroom pet. The book may be placed in the library and used by other classes.	Not all animals are suited for use as classroom pets and not every classroom needs a pet. See "Classroom Pets" p. 26.
Animals and People	Cultural heritage influences attitudes toward animals.	Assist the children in finding out what pets the pioneers had. Create committees to investigate the pets of different cultures such as the Eskimo, the Native American, the Chinese.	Animals domesticated for pets were usually first tamed to work for people.
		Discuss with the children the need for early people to hunt and trap animals. If the children raise the question of hunting and trapping today, elicit their reactions to this.	In some areas of the world, people's means of survival still depends on hunting - the Siberian Eskimo depend on hunting, fishing, and reindeer herding for survival. There is a wide difference of point of view on hunting and trapping in our state and country. Teachers should be cognizant of both sides of the question.

LEVEL III

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
House pets	The decision to acquire a pet is a serious one.	Encourage the children to talk about their pets. As a group list factors involved in pet ownership including: initial cost maintenance cost daily care vacation care suitability to human family life possibility of losing or having to give up pet.	"Alpo Pet Foods, Box 2187," Allentown, PA. 18011, has an excellent film on the responsibilities of owning a dog. Smaller animals such as mice, gerbils, fish and birds make better pets for those people living in small quarters or who want a less demanding pet.
	House pets need a daily routine of care.	Have each pet owner, or prospective pet owner, make a check list for pet care. Provide time for these children to compare their lists, discuss differences, and make corrections.	Basic needs of house pets include proper nutrition, shelter, exercise, and human attention. In certain areas, it is important that pets be deticked daily. A local veterinarian may be able to provide information on this or other factors unique to a particular area.
	Training of a pet is important from both the animal's and people's standpoint.	Discuss with the children problems encountered in housebreaking or otherwise training their pet. Elicit the confusion, irritation, and unhappiness that results when a pet is not trained. Invite a local dog school representative to class to discuss training procedures. Refer the children to books on training of pets.	Most dogs and cats want to please their owners. However, they need consistent training and much praise before they learn what is expected. The library would be a good source for books on pet training.

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
House pets	Dogs and cats make the best house pets, as they have been bred over the centuries as pets.	Have each pet owner take a photograph of her/his pet for the bulletin board. Discuss the different breeds represented. Have individual children research the history of a particular breed.	Dogs were probably the first domesticated animals, but cats, too, have a long history of domestication.
	Different communities have different regulations regarding pet ownership.	Have individual children research laws regarding pet ownership in their own community, neighboring communities, and communities in which their relations or friends live. Have the children compare these. Some children might make posters illustrating local laws.	There are some state and federal laws regarding pet ownership. The Department of Environmental Conservation would be a good source for obtaining these.
	Novelty animals do not make good pets.	Encourage the children to talk about unusual pets such as monkeys, alligators and skunks Elicit some of the problems involved in keeping such animals as house pets. Help them to approach the problem from the animal's as well as people's point of view.	Often the capture and transportation of "novelty" animals leaves much to be desired.
	Owners must be responsible for the offspring of their pets.	Encourage the children to discuss experiences with litters. Elicit problems in finding homes for the young.	Spaying and neutering are advantageous and do not harm the animal if done by a qualified veterinarian.

LEVEL III

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
House pets		Have some owners of altered pets tell about their pet's reaction to the operation. Provide resources for the children to gather information on pet overpopulation. Have them discuss their findings.	
Animals in Society	Pet shops, zoos, and animal exhibitors should provide humane care for their animals.	Have the children visit a number of pet shops, zoos, and/or animal exhibits and talk to the proprietors. After their visits, have them write a newspaper article or letter to the editor describing their impressions of the establishments. These may be illustrated and used for a bulletin board display.	The New York State Museum, State Education Department, Albany has exhibits highlighting recreated animal environments. Lessons centered around exhibits are offered weekday to school classes. Loan Kits are also available from the museum. "Adventures in Learning," listed in the bibliography, further describes museum services.
	Some people do mistreat animals.	Share with the children a news item that reports the mistreatment of an animal. Lead the children into a discussion of what to do if they see an animal being mistreated. Role play the reporting of inhumane treatment. Help the children to establish a code for humane treatment of animals.	
	Most domesticated animals depend on people for survival.	Take the class on a field trip to a farm. Ask the farmer to illustrate for the children various chores involved in	There have been instances of domesticated animals, such as the horse, reverting to the wild and surviving. In most cases,

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
Animals in Society		providing for the animals. Have her/him point out the necessity for completing these chores regularly. Have various children research the history of domesticated animals such as horses, cows, sheep, and chickens. The information gathered may be shared through illustrated talks using photographs and drawings.	however, the animals have been bred to meet people's needs and their natural means of survival in the wild have been weakened. Other animals have learned to be dependent on people since they were young and do not know how to fend for themselves.
	There are a number of organizations concerned with the humane treatment of animals.	Have the children research the names and addresses of various societies formed to protect animals. Have each child choose a society and write to it requesting literature, aims of the society, history of the society, etc.	In addition to the SPCA and the Humane Society, children may want to find out more about such organizations as: International Society for the Protection of Animals Fund for Animals Friend of Animals World Wildlife Fund Animal Protection Institute of America. Animal Welfare Institute New York State Department of Environmental Conservation Audubon Society Wild Life Federation
	Some shelters exist to care for abandoned animals.	Invite an animal shelter worker to address the class, explaining the purposes of an animal shelter.	

LEVEL III

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
Animals in Society	Some animal performers are protected by a code.	Initiate a discussion with the children about animals they have seen acting in movies, circuses, television shows, commercials, etc. Elicit from the children questions such as: How do they get an animal to run to food in a commercial? How do they get a horse to fall in a western? How do they train an elephant to do tricks? Have individual pupils write to sponsoring agents to get answers to their questions.	The code for animal actors is self-enforcing, that is it applies only to those who wish to be covered. It is normally limited to films and television and does not apply to circuses, rodeos, and carnivals.
		Assign the group to watch a program such as "Wild Kingdom" which announces its compliance with the code for animal actors. Discuss the program with the children eliciting evidence of humane treatment.	The code may be obtained from: American Humane Association P.O. Box 1266 Denver, Colorado 80201
	Laws have been enacted to protect animals.	Collect copies of bills such as the Federal Endangered Species Act, the N.Y. Mason Act, and the Humane Slaughter Act. Have the pupils peruse these. Discuss such questions as: Why the bill was passed; How it came to be important; and How are such bills enforced?	Copies of most bills can be obtained through local legislators.

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
Discussion	Animals are important to human life.	Provide space for the children to set up a display showing how animals benefit people. This display might include: .guide dogs .watch dogs .products .food chain	
	Animals experimentation is often used to test the purity of products, unknown to the public.	Discuss with the class when such experiments are necessary (medicine, food) and when they are not (cosmetics, toys). How and when should such activity be regulated?	Consult federal "Laboratory Animal Welfare Act, P.L. 89-544" and H.R. 6583 federal proposed legislation interstate shipment of animals.
	Cultural heritage influences attitude towards animals.	Examine art and literature of different cultures to see how animals are represented. (Sacred cows, cave paintings, Indian totems).	
Animals in Their Natural Environment.	Wild animals can be observed and studied without capturing them.	Show the class a film such as Animal Homes * which shows animals in their natural habitat. Encourage the pupils to express their reaction to the film. A list of questions may be solicited for further study.	Laws governing the capturing and keeping of wild animals may be obtained from the Environmental Conservation Department.
		Have the children make a list of all the animals that live in their area, such as: squirrels,	

* Available from Audio-Visual Services
Kent State University,
Kent, Ohio, 44242

LEVEL III

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
Animals in Their Natural Environment		chipmunks, birds, snakes, raccoons. Then devise lists of questions such as: Where do they make their nests? Who cares for the young? What do they eat? Have the children form small groups of 2 or 3 people each to collect data on a particular animal. The results of their observations may be made into pictorial charts for display on the bulletin board. Introduce the children to books and articles that relate observations of animals in their natural environment. Of particular interest would be National Geographic, Conservationists, and National Wildlife articles.	
	Moving wild animal populations, even when necessary, may cause problems.	Provide the children with articles, magazines, and books which discuss the relocation of animals due to building of dams, spreading of people population, construction of the Alaskan pipe line. Elicit questions for research such as: Where do the animals go? Is provision made for these animals? How do people help these animals?	Reserves, sanctuaries, and other means have been devised to help preserve the animals. Often articles, books, and magazines will mention which organizations have been most active in being sure that the animals welfare is being taken into consideraion.

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
Animals in Their Natural Environment.		How are the animals moved? How do the animals fare in their new environment?	
	Maintaining the balance of nature is important to all living things.	Help the pupils gather information on how the various species contribute to the balance of nature. Display children's collections of examples of how people have upset this balance and how these mistakes have been corrected. Encourage committees of children to make charts and diagrams showing how every creature benefits from a balanced environment.	
	Extinction threatens many species.	Present the word "extinction" to the children. Help them to make a list of extinct animals including ancient animals such as the dinosaur and the eohippus as well as the most recent Carolina parakeet, passenger pigeon, and heath hen. Include animals threatened with extinction such as the buffalo, ivory billed woodpecker, wild turkey, sea otter, whooping crane and whale. Have the children research and discuss reasons for animals becoming extinct. Have the children discuss why threatened animals such as the whale should be saved.	The whale, for example, is the largest mammal, its survival is important to the ecological balance of the seas, and there is much to be learned about and from the whale.

LEVEL III

TOPIC	UNDERSTANDINGS	ACTIVITIES	SUPPLEMENTAL INFORMATION
Animals in Their Natural Environment.		Designate individual students to investigate federal, state, and local programs dealing with extinction. Help interested pupils write letters to legislators expressing their views.	
	Regulations control hunting, fishing, trapping, and the keeping of wild animals.	Invite a conservation officer to explain game laws to the pupils, including licensing procedures and the use of licenses fees.	
Classroom Pets	School pets require special care.	Discuss with the children special problems involved in keeping a pet in school. Have the children read and discuss books and pamphlets on the care of each animal being considered for a classroom pet.	Teachers should read the section of this bulletin titled "Classroom Pets" before considering acquiring a pet for the classroom.
		Have the children list, and then help obtain, all the supplies needed for the pet chosen. Next a manual of care should be written by the children to be sure they understand what is involved and recognize the necessity for following a strict regime of care.	If a decision has been made to have a classroom pet, children should be involved from the beginning. Many classroom pets suffer from lack of care and interest as well as from ignorance.
	Experimentation should be carried on only by qualified adults.	Discuss with the pupils the diet of their pet. Help them to contemplate what would happen if this diet was cut, expanded, or completely changed. Help them to understand that their pet would suffer and that this would be unfair to the animal.	Even simple experimentation with the animal's diet should not take place in the elementary schools as it causes suffering to the animal without advancing the cause of education. Children of this age can learn vicariously.

TEACHERS' SUPPLEMENT

Teachers' Role

The attitudes and values which lead to an action oriented belief in the humane treatment of animals are developed over a long period of time. These attitudes and values evolve from real life experiences with living creatures, vicarious experiences, and gleaning of factual information. Teachers have a responsibility to provide each of these to the children in their charge.

Real life experiences with animals may consist of involvement in the care of pets, observing animals in their natural habitat, and visiting zoos, pet shops, and animal shelters. Vicarious experiences involve reading about animals; viewing films, filmstrips, and television shows; and discussions. Factual information may be gathered through reference books, talking to people involved in animal-related occupations, and through newspaper articles and magazines.

Teachers should survey their community for areas where animals might be observed in their natural environment; for location of animal shelters, pet shops, and zoos; and for services involving animal protection and care. Visiting these learning environments and then utilizing these experiences back in the classroom will give more meaning and understanding to the concepts presented in this bulletin.

Creating respect and reverence for life is done best by day-to-day example. Children's attention can be directed to interaction with animals in conjunction with various areas of the curriculum. Stories about animals, pertinent news items, and science and social studies units might all serve as vehicles for furthering concepts about life and living creatures. Daily occurrences often provide opportunities for active commitment to humane animal care. Is an unwanted classroom spider killed or released outside? How is the problem of the stray dog on the playground handled? What happens to the tadpoles, frog, toad, or snake a child brings to school?

The concepts involved in humane treatment of animals education are concerned with attitudes and values. While you as a teacher cannot dictate these, you can help children in their development. It is important that you present children with problems for discussion, help them to see the ramifications of their decision. Sometimes, in order to prevent harm befalling a living creature, it may be necessary to overrule the children's decision. In doing this, however, children should be made aware of the reasons their decisions are not being carried out including the understanding that as the adult in charge you do hold final responsibility.

Since the children are imitators of adults, the best way to inspire value development is to serve as a good example. By deepening your own reverence for life and becoming more committed to all copassengers on space ship earth, this end will be served.

Classroom Pets

The idea of having a classroom pet can be very appealing to both teachers and children. It is exciting to think about having an animal for the children to play with and care for. It is reassuring to think about them learning from real experiences with a real animal. However, the acquisition of a classroom pet is a major decision and should be carefully weighed.

The first consideration should be one's knowledge of and commitment to the animal. Animals have often suffered through acts of commission and omission by well-meaning but uninformed owners. Hamsters, gerbils, guinea pigs, and rabbits do need special care. Frogs, toads, newts, salamanders require special environments and special diets. Insects needs are more easily met, but they, too, require care. So before acquiring a pet for the classroom, teachers should be cognizant of the needs of the animal.

In choosing an animal for a classroom pet, teachers should analyze the purposes for having it. For observing the life cycle and developmental changes, silk worms, fruit flies, and caterpillars are ideal. Their short cycle and distinct changes make observations easy. If the pet is to be used to help children develop positive attitudes and responsibility to animals, an amphibian or mammal may be the better choice. Mammals elicit more emotional response then amphibians, but demand more attention.

Once it has been decided to have a classroom pet and the type of pet has been chosen, the teacher should thoroughly familiarize her/himself with the needs of the animal. "Classroom Animals," a New York State Museum leaflet, provides helpful information on the care and feeding of many classroom pets. However, the teacher should also study pamphlets and books which specifically relate to the animal under consideration. In some cases a veterinarian may be able to provide additional information. Then books, pamphlets, and charts appropriate to the age level of the children should be placed in the classroom for frequent referral. These steps should be taken before the animal is introduced into the classroom.

It must also be remembered that school creates problems not encountered when an animal is kept at home. Schools often turn the heat down at night and on weekends and vacations, a variation not healthy for some animals. With a number of children sharing the care, special precautions may need to be taken to assure proper continuous care, to prevent overhandling, and to prevent breeding. Most animals should not be allowed to breed in the classroom as rarely is the event able to be viewed, disturbing the parents of the litter often causes cannibalism, and it may be difficult to find proper homes for the young.

Having a classroom pet can be a rewarding educational experience for children only if teachers are fully aware of the responsibilities. In the area of humane education, as with all types of attitude development, example is the best mode of instruction. Only as the teacher recognizes and accepts responsibility to classroom pets will the children recognize and accept this responsibility.

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Box 2187
Allentown, PA 18001
"You and Your Pet"

American Education Publications
Education Center
Columbus, OH 43016
Humane Animal Care Books

American Humane Association
Education Department
Box 2166
Denver, CO 80201
Humane Education and General Interest Publications

American Protection Institute of America
P.O. Box 22505
5894 So. Land Park Drive
Sacramento, CA 95822
"How To Care for Your Pet" Chart $1.00

Animal Rescue League of Boston
P.O. Box 265
Boston, MA 02117
"Cats," Dogs" and "Care of Small Pets"

Animal Welfare Institute
P.O. Box 3650
Washington, DC

Conservationist Magazine
P.O. Box 2328
Grand Central
New York, NY 10017
$1.00 per year sent to classroom address

Defenders of Wildlife News
2000 N Street NW
Washington, DC 20036

Environmental Protection Agency
Washington, DC 20460
Materials on Humane Animal Care

Friends of Animals
11 West 60th Street
New York, NY 10023

Fund for Animals
140 W. 57th Street
New York, NY 10019

International Society for the Protection of Animals
106 Jormyn Street
London SW1Y 6EE England

National Wildlife Federation
1412 16th Street N.W.
Washington, DC 20036

New York State Conservation Department
Division of Conservation Education
Division of Fish and Game
Albany, NY 12201
List of Materials

New York State Museum and Science Service
Education Building
Albany, NY 12234
Adventures in Learning Conservation
Classroom Animals

Ralston Purina Company
Department DH
Checkerboard Square
St. Louis, MO 63188
Free Materials on Humane Animal Care

U.S. Department of Interior
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Washington, DC 20240
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Washington, DC 20006

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